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Program Improvement Years 1 and 2



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In this session...

- Specific Year 1 and 2 PI Requirements
- Public School Choice with Paid Transportation
- Supplemental Education Services (SES)
- Revising Single Plan for Student Achievement (SPSA)



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PI Requirements

- **Year 1**
 - Single Plan for Student Achievement (SPSA) Revision
 - Within 90 days of beginning of school year
 - Up to 45 days peer review process at district level
 - Immediate implementation after local school board approval
 - Public School Choice Transfer
 - Parent notification of PI status and transfer option no later than September 1
(<http://www.cde.ca.gov/ta/ac/ti/programimprov.asp>)
 - Transportation paid by LEA
 - Fiscal Set-Aside
 - 20% for transportation costs – LEA
 - 10% for professional development – PI School



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PI Requirements

- **Year 2**

Public School Choice Transfer

- Parent notification of PI status and transfer option no later than September 1.
- Transportation paid by LEA.

Supplemental Educational Services (SES)

- Parent Notification of SES Option as soon as possible after the first day of school.
- Parent selection of state approved providers.
- District agreement/contract with parent-selected providers.

Fiscal Set-Aside

- 20% for transportation costs and SES – LEA.
- 10% for professional development – PI School.



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Public School Choice with Paid Transportation

Title I, Part A, Section 1116(e)



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Public School Choice Transfer

- Offer public school choice transfers starting the first year of Program Improvement (PI).
- Transfer option continues through all years of PI status.



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Eligibility

- All students in Title I PI schools are eligible to participate in public school choice transfers.
- If demand exceeds funding, priority goes to the lowest achieving, low-income students.



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Receiving Schools

- May not be a PI school.
- Can be another public school, including a public charter school, within the LEA, or in a non-PI school in another LEA by arrangement if there is no transfer option within the district.



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How Many School Options?

- If more than one school in the LEA is available for transfer, the LEA must offer more than one choice to eligible students and their parents.



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Parent Notification

- Must occur no later than September 1
- Must provide an explanation of the public school choice transfer option to all parents
- Must be in a comprehensive, easy-to-understand format, and to the extent practicable, in a language the parents can understand



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Parent Notification

At a minimum, must:

- Inform parents that their children are eligible to attend another non-PI public school.
- Identify each non-PI public school, including public charter schools, that parents can select.
- Describe the academic performance and overall quality of those schools.
- Specify deadline for parent response (3-4 weeks).



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Length of Transfer

- Until the transfer student has completed the highest grade in the receiving school
- or**
- Until school of origin is no longer identified for PI
- A transfer student may remain at the transfer school if the school of origin exits PI. However, the LEA does not have to pay for transportation after PI exit



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Unavailability of Local Public Schools

- Parents must still be notified of PI status of school of origin, and of the option to transfer their children.
- Establish a cooperative agreement with other LEAs in the area, if possible. Document contacts with, and responses from, other LEAs.



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Responsibilities of Receiving Schools

Ensure that the students using the public school choice transfer option are enrolled in classes and other activities in the receiving school in the same manner as all other students in the school.



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Transportation

- An LEA may use Title I funds to provide student transportation to the transfer school.
- An LEA is responsible for paid transportation until the school of origin is no longer in PI status.



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Funding

LEA can use non-Title I funds to meet public school choice transportation and supplemental education services requirements (i.e. other federal, state, local, and private sources).



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Supplemental Educational Services (SES)

Title I, Part A, Section 1116(e)



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SES

Title I Schools from PI Year 2 on must offer SES in addition to the public school choice transfer option.



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What Does SES Mean?

Additional academic instruction

- Tutoring
- Remediation
- Small Classes
- Outside regular school day



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SES Content Requirements

- Must be aligned with California state content standards and instructional material
- Must be aligned with each district's curriculum
- Must be research-based
- Must be designed to increase student academic achievement



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SES Eligibility

- Only students who are “low income” are eligible.
- To decide who’s low income, use same method for allocating Title I, Part A funds among schools (e.g., eligibility using free or reduced price lunch information).



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Eligibility Comparison Chart

SES

- Low-income students

Priority

- Low-achieving students

School Choice

- All students

Priority

- Low-income students
- Low-achieving students
- Transfer allowed without paid transportation



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Funding

Unless a lesser amount is needed, an LEA must spend up to an amount equal to 20 percent of its Title I, Part A allocation, before any reservations, on:

1. Public school choice-related transportation (5%)
2. SES (5%)
3. A combination of (1) and (2) (10%)



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SES Per-Student Expenses

The statute sets expenditure for each student at the lesser of:

- District's total Title I, Part A allocation, divided by number of children aged 5-17 from families below the poverty level;
- or
- Actual cost of services a student receives.



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SES Operations

- Districts must set a “reasonable deadline” for parents to respond to offer of SES (3-4 weeks).
- If all requests accommodated, unexpended set-asides may be reallocated for other Title I activities, if from Title I.
- Must maintain records: eligibility, requests, use, etc.
- If all requests are not accommodated, carry over unexpended funds and add to next year's 20% set-aside.



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Finding SES Providers

- Must be state-approved
- See approved provider list at

www.cde.ca.gov/ta/ac/ti/ap/sspsearch.asp



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Choosing SES Providers

Remember: Parents Choose Providers!

A District must:

- Notify parents annually about the availability of services as soon as possible after first day of school.
- Provide information about SES providers.
- Determine which students should receive services if not all students can be served.



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Choosing SES Providers

Remember: Parents Choose Providers!

(Continued)

District notification to parents must:

- Identify each SBE-approved SES provider willing to serve the district.
- Describe the procedures and timelines for parents in selecting a provider.
- Notify parents annually as soon as possible after September 1.



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Choosing SES Providers

(Continued)

Remember: Parents Choose Providers!

District notification to parents of
“eligible” students must be:

- Easily understandable
- In a uniform format
- In a language the parents can understand, to the extent practicable



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Choosing SES Providers

(Continued)

Remember: Parents Choose Providers!

- Give parents truthful, factual information in a neutral manner.
- Help parents choose a provider, if requested.
- Host provider fair (optional).
- Provide translations, if needed.
- Enter into a service agreement/contract with providers selected by parents.



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Set Priorities

When demand for SES exceeds funding, an LEA must give priority to serving the lowest achieving students among the eligible students.



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SES Agreements/Contracts

Should include, but not be limited to, district requirements for:

- Fingerprinting
- Staff background checks/changes in personnel notification requirements
- Insurance (liability and any other district-required insurance)
- Auditing, records keeping, and retention of records

SES Agreements/Contracts

(Continued)



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- Payment schedules and per-student expense
- Provisions for contract termination
- District complaint procedures
- Protection of student privacy
- Date by which SES services must start
- Schedule of SES provider reports of student progress
- Causes for contract termination



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Individual Student Agreement

- LEA must develop individual student learning agreements in consultation with providers, parents and/students.
- Plan must include the following elements:
 - A statement of specific goals for the student;
 - How the student's progress will be measured and when;
 - Timetable for improving achievement; and
 - Items consistent with the IEP, for a student with a disability.



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Students with Disabilities and English Learners

Options

- LEAs offer approved providers accommodations (e.g., equipment, translators) or funding beyond the LEA per-pupil SES expense.
- LEAs themselves provide SES.
- LEAs offer SES through other contractors capable of serving these students.
- District/contractor doesn't have to be approved provider to provide these SES services.



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State Title 5 SES Regulations

Definitions:

- Eligible Applicant
- Approved supplemental educational services provider
- Eligible student
- Demonstrated record of effectiveness in increasing the academic proficiency of students



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State Title 5 SES Regulations

(Continued)

Applicant/Provider Quality Requirements

- 21 quality requirements for SES provider applicants and for SES providers once approved by the State Board of Education.
- Implicit responsibilities for districts through district-provider agreement/contract.



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State Title 5 SES Regulations

(Continued)

Termination of an Approved Provider

- 8 ways to be terminated from the state approved list.
- Mandatory – by NCLB Law (1).
- Voluntary – by SES provider (1).
- State determined – by SBE (6).



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State Title 5 SES Regulations

(Continued)

Annual End-of-Fiscal-Year Report for Approved Providers

- 12 reporting elements about services provided, student achievement, fiscal information, and changes in provider qualifications.
- Substantiating data to be retained for 3 years after report submission.
- Report due to CDE October 1 annually.



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Categorical Programs Monitoring (CPM)

- SES and public school choice are included in Title I, Part A Program Improvement Instrument.
- Five CPM items on parent notifications, SES eligibility, choosing SES providers, funding, provider agreement, and equitable services to eligible students with disabilities and English learners.



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Resources on Web Site

Legal and other resources for public school choice transportation and SES are available at:

<http://www.cde.ca.gov/ta/ac/ti/schoolchoice.asp>

<http://www.cde.ca.gov/ta/ac/ti/supplemental.asp>

<http://www.cde.ca.gov/ta/ac/ti/documents/regsfromoal.doc>

<http://www.cde.ca.gov/ta/cr/cc/cpmuinstruments.asp>



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Revising Single Plan for Student Achievement

Title I, Part A, Section 1116(b)(3)(A)



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PI Process: The Big Picture

- Comprehensive needs assessment
- Revision of LEA and School Plans that address needs
- Reallocation of resources (LEA and school) to support the plans
- Professional development and support for staff
- Faithful implementation of revised plans
- Ongoing monitoring, analysis, and support for improvement plans



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The Comprehensive Needs Assessment

- Include data from a variety of relevant sources:
 - Statewide Assessments
 - STAR, CAPA, CELDT, CAHSEE
 - Principal walkthroughs
 - Parent and student forums
 - Conversations with staff.



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CDE-Developed Assessment Tools

- Several CDE tools can work together to assist in the needs assessment process:
 - Academic Program Survey (APS)
 - District Assistance Survey (DAS)
 - Least Restrictive Environment Self Assessment Tool (LRE)
 - English Learner Subgroup Self Assessment (ELSSA).



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Academic Program Survey (APS)

- Completed at the school level.
- Used to gauge the whole school level of EPC implementation.
- Through APS results, schools can begin to identify gaps in services to students.



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District Assistance Survey (DAS)

- Completed by LEA staff and External Entity.
- Analyzes LEA-level support for schools across 7 categories (which incorporate the EPCs):
 - Governance and Leadership
 - Standards-based Curriculum, Instruction, and Assessment
 - Fiscal Operations
 - Parent and Community Involvement
 - Human Resources
 - Data Systems/Data Analysis/Ongoing Monitoring; and
 - Professional Development
- Through DAS results, LEAs can begin to identify gaps in services to their schools.



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Least Restrictive Environment (LRE) Survey

- Completed by LEA and school staff.
- Self-assessment tool to help LEAs examine their practices in supporting students with disabilities.
- LRE results can be used to identify gaps in services to students with disabilities.



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English Learner Subgroup Self Assessment (ELSSA)

- Completed by LEA staff.
- This tool will help LEAs analyze their LEA Plan with regard to services for English learners.
- ELSSA results can be used to identify gaps in services to English learners.



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What other need assessment
tools could you use in this
process?



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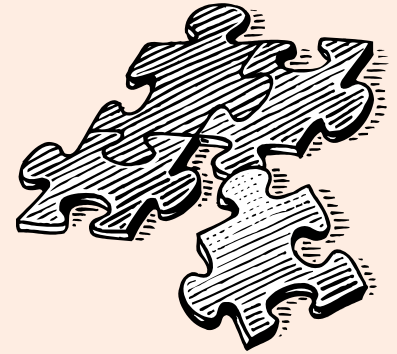
Completing a Needs Assessment

- Who should be included?
- What types of data should be reviewed to complete the needs assessment?
- What do you do with the results of the needs assessment?



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Putting it all together



Used as a system, these tools (along with local needs assessments) can shed valuable light on many of the issues facing schools in PI.



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Revising the SPSA Plan

Within Three months, revise Single Plan for Student Achievement (SPSA) to cover 2-year period infusing the 10 NCLB requirements.



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Revising the SPSA Plan (continued)

10 NCLB Components:

1. Develop strategies that are research based to address academic issues.
2. Adopt policies and practices that ensure proficiency of all students.
3. Allocate 10% of school's Title I funds for Professional Development.
4. Describe how the 10% allocation for professional development will be used to remove the school from PI.



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Revising the SPSA Plan (continued)

5. Develop specific annual measurable objectives.
6. Describe how the school will provide written notification to parents about PI status.
7. Identify specific responsibilities of the School/LEA/SEA to help the school improve.



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Revising the SPSA Plan (continued)

8. Include strategies to promote effective parental involvement in the school.
9. Develop extended school activities.
10. Develop a teacher Mentoring program.



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You are not alone...

Resources are available to assist LEAs and schools through the PI process.

- County Office of Education Specialists
- The Regional System of District and School Support (RSDSS)
- A District/School Liaison Team (DSLTT)

Each can provide an outside “set of eyes” with a fresh, objective perspective as LEAs and schools engage in the PI process.



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Create a District/School Liaison Team (DSLTT)

- Why Create a DSLTT?
- Who Should Participate on the DSLTT?



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DSLT Assistance:

- **School Level Support**
 - Complete Comprehensive Needs Assessment
 - Academic Program Survey (APS)
 - Revise SPSA Incorporating the NCLB requirements
 - Implement Revised SPSA
 - Monitor progress ongoing



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DSLT Assistance:

- **LEA Level Support**
 - Complete Comprehensive Needs Assessment:
 - District Assistance Survey (DAS)
 - English Learner Subgroup Self Assessment (ELSSA)
 - Least Restrictive Environment Assessment (LRE)

(Assessment tools can be downloaded at <http://www.cde.ca.gov/ta/lp/vl/improvtools.asp>)
 - Amend LEA plan and LEA budget to reflect changes in LEA support to its school (s)
 - Monitor and Ensure Implementation of the Revised SPSA



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Steps for Action

- Complete the APS to determine the critical needs of the school.
- With the results of the APS, revise the SPSA incorporating the components of NCLB criteria.
- Submit revised SPSA to LEA for approval.
- Implement revised SPSA promptly after approval is received from LEA.
- Set aside Title I funds for Professional Development.



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Steps for Action (continued)

- LEA completes needs assessment (DAS, ELSSA, LRE, etc.).
- Amends LEA Plan and budget to reflect changes in support for its schools using the results from the needs assessment and the revised SPSA.
- Provide parent notification.
- LEA set aside Title I funds for school choice transportation.
- LEA monitors and ensures implementation of the revised SPSA.



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Need More Information?

- PI Identification: Evaluation, Research and Analysis Unit at evaluation@cde.ca.gov or (916) 319-0875.
- PI Requirements for Schools Yrs. 1 and 2: Title I Policy and Partnerships Office at pi@cde.ca.gov or (916) 319-0854.
- Technical Assistance for Schools Yrs. 3-5: District and School Program Coordination Office at dspc@cde.ca.gov or (916) 319-0833.



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Any Questions???